

The Fluency Development Lesson – Effective Foundational Reading Instruction

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A Model of Reading Instruction

Words

Accuracy in:

Phonics (Word Recognition)

Spelling

Vocabulary

Word Study

Fluency

Automaticity

Prosody

Fluency Instruction

Surface level

Deep level

Comprehension

Background Knowledge

Comprehension Strategies

Guided Reading

The Fluency Development Lesson (FDL): Synergistic Fluency Instruction

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Time Requirement: 15-25 minutes per day.

Texts: A daily brief text (poem, song, story segment). Make two copies for each student. Make a display copy for communal reading. (The display copy as well as one of the paper copies may have the text marked for phrase boundaries).

PART 1 – Text Mastery

1. The teacher introduces a new short text and reads it to the students two or three times while the students follow along silently. The text can be read by the teacher in a variety of ways and voices.
2. The teacher and students discuss the nature and content of the passage as well as the quality of teacher's reading of the passage.
3. Teacher and students read the passage chorally several times. Antiphonal reading and other variations are used to create variety and maintain engagement.
4. The teacher organizes student into pairs or trios. Each student practices the passage three times while his or her partner listens and provides support and encouragement.

5. Individuals and groups of students perform their reading for the class or other audience such as another class, a parent visitor, the school principal, or another teacher.

PART 2 – Word Study

6. The students and their teacher then choose 4 to 5 interesting words from the text to add to the individual students' word banks and/or the classroom word wall.
7. Students engage in 5-10 minutes of word study activities (e.g. word sorts with word bank words, word walls, flash card practice, defining words, word games, etc.)

PART 3 - Home Reading

8. The students take a copy of the passage home to practice with parents and other family members.
9. The following day students read the passage from the previous day to the teacher or a fellow student for accuracy and fluency. Words from the previous day are also read, reread, grouped, and sorted by students and groups of students. Students may also read the passage to the teacher or a partner who checks for fluency and accuracy.
10. The instructional routine then begins again with step #1 using a new passage.

Chapatiwocky --- (A Reading Test)

Peter Cole

'Twas Balti and the Saag Aloo
Did Murgh Makhani Rhogan Josh
All Methi were the Vindaloos
And the Madras Tok Gosht. 21

Beware the Pathia my son!
The jaws that bite, the claws that catch.
Beware the Tandoori and shun
the Chicken Hasnabad. 42

He took his Handi Prawn in hand,
Long time the Mughlai foe he sought,
So rested he by the Thali tree
And stood awhile in thought. 68

And as in Pilau Rice he stood
The Pathia with eyes of flame
Came Shashlik through Tandoori Trout
And Rasam as it came. 91

One, two! One, two! And through and through!
The Sobji Cakes went Chicken Chat.
He left it dead and with its head
He went Pakora back. 117

And hast thou slain the Pathia?
Come to my arms my Bhaji boy!
Peshwari Naan, kheema, korma
Niramish in his joy. 138

'Twas Balti and the Saag Aloo
Did Murgh Makhani Rhogan Josh
All Methi were the Vindaloos
And the Madras Tok Gosht. 159

WCPM: pre: _____ post: _____ Gain: _____

Day 1

Jabberwocky

Lewis Carroll

'Twas brillig, / and the slithy toves //
Did gyre / and gimble / in the wabe;//
All mimsy / were the borogoves, //
And / the mome raths outgrabe.//

"Beware the Jabberwock, / my son //
The jaws that bite, / the claws that catch!//
Beware the Jubjub bird, / and shun /
The frumious Bandersnatch!"//

He took his vorpal sword in hand; //
Long time / the manxome foe / he sought //
So rested he / by the Tumtum tree, //
And stood awhile / in thought. //

And, / as in uffish thought / he stood, //
The Jabberwock, / with eyes of flame, /
Came whiffling / through the tulgey wood,/
And burbled / as it came!//

Word Harvest

(Choose 5-10 words you think are interesting from the previous text. Write them below).

A large, empty rectangular box with a thin black border, intended for the student to write down 5-10 interesting words from the previous text.

Jabberwocky

Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand;
Long time the manxome foe he sought
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

Day 2

Jabberwocky (part 2)

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

FDL with 4th Grade Struggling Readers.

Student Progress Summary Results

(Kristy D. Toledo, OH)

Date	Compre- Hension Actual Grade Equivalent	Compre- hension Expected Grade Placement	Actual ORF Scores (WCPM)	Expected ORF Grade 4 ORF (WCPM)
11/12/15	2.6	4.23	69.2	125
3/9/16	3.7	4.62	96.8	139
Gain	+1.1	+0.39	27.6	+14